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Prince E.I. Justice

VANDALISM: AN OVERVIEW

Prince Edward Island and Elsewhere

A Basis For Concern

Police See Vandalism Rising In Province; No Easy Answers Seen to Curb Increase

Vandalism in city may require curfew

Vandalism And Home Security Discussed At Meeting

Crime Prevention Experts View Problems of Vandalism

Near The Barbed-Wire Stage

Seminar, Public Meeting To Eye Vandalism Problem

Community support important in putting stop to vandalism

Senseless Vandalism Costs Island $1 Million Yearly

Collective action plan fights city vandalism

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VANDALISM: AN OVERVIEW

Prince Edward Island
and
Elsewhere

A Basis For Concern

Marsha L. Gaudet
Paulette Doyle

August 1979

A project under the supervision of the Director of Probation and Family Court Services, Prince Edward Island Department of Justice; and funded by the Ministry of Solicitor-General through the Summer Student Employment and Activities Program.

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INTRODUCTION

An examination of Vandalism on Prince Edward Island with a look at ideas, attitudes and recommendations, as well as activities elsewhere, encompasses the major outlook for this booklet. The Vandalism Workshop held on May 10, 1979 in Charlottetown was a major factor in the development of this booklet. It was through the interest generated from that Workshop that this literature evolved. An examination/ assessment of the "What" and "Why" of Vandalism on Prince Edward Island was certainly paramount at the Workshop, and so too it remains as a large section of this resource booklet. The following resource materials take a look at what is taking place on the Island - collected from the Workshop - as well as what is being done elsewhere and what could and should take place by way of prevention if indeed there are preventive measures.

This Vandalism booklet developed for your perusal constitutes an extensive part of a Summer Project for two university students under the Solicitor General of Canada. Intended as resource material for those who attended/participated in the P.E.I. Workshop, it is at the disposal of any interested personnel: education, business, or government oriented, as well as the general population. The substance of this report is quite specific - it is not meant to be an all encompassing package of everything that may be relevant and available. It

is, at best, a broad, yet brief outlook at circumstances on PEI, as well as an indication of some related activities elsewhere. The added material is meant to be a sample of what is available in other Canadian Provinces and to a lesser extent in the United States, as well as an information guide to those interested; if involvement generates interest then, indeed, everybody should be interested for vandalism, like all crime, has ramifications for us all.

This package starts with the initial planning steps to the Workshop. An examination of the planning process, what it took to stage the Workshop and perhaps, more importantly, why a workshop was necessary is discussed. After months of detailed planning, the Workshop took place on May 10th. A summary of the Workshop - thoughts, ideas and recommendations - is a large part of this package because, after all, the Workshop is a major contributor to the existence of this report. Following the Workshop an evaluation form (see Appendix D) was sent to all those who participated/attended (86). Responses to these forms are included in summary form. These three aforementioned summaries constitute the written part of the report - the situation as it exists on Prince Edward Island.

With regards to the attached resource material, School Vandalism A Survey Report May 19, 1979, is included in its entirety through the generous cooperation of the author, Mr. Dean Jones, RCMP Crime Prevention Centre, Ottawa. The decision to include this work rests on the extensiveness of Jones' Report. It looks at and includes some very pertinent information on school vandalism and encompasses most of what's been written on the subject that was at our disposal. To avoid duplication, there is no reference in our report made to what Jones has researched.

The Bibliography attached to his Report is concise and useful and serves as an indication of available material to the entire booklet.

The remaining attached resource material is for information purposes, to be put to use if applicable. Included are indications of what is taking place elsewhere (Deerfield, Illinois) as well as programs taking place here on the Island (Birchwood). Reports of incidents of vandalism elsewhere have been added. Some speculations on "why" are also included. Generally, the added resource material covers a number of areas. It is meant as mentioned earlier, for information purposes, for interested people, available for use "where" and "when" the circumstances are suitable.

Finally, as a source of information as well, there is included a listing of books, magazines, and audio-visual material which one may find helpful. It encompasses known sources of vandalism material on the Island and available to the Island. It is meant to assist those interested in a more extended look into the area of vandalism.

In conclusion, then, here lies what will hopefully be a worthwhile endeavour for interested personnel. It has flowed out of three months research and investigation into the area. It is to be available for anyone who might consider it helpful. Essentially it may provide some ideas and, more importantly, incentive for individuals to join together and start that all important action plan that will eventually curb the problem and beat the vandals once and for all.

Marsha L. Gaudet
Paulette Doyle
August 31, 1979

PLANNING PROCESS

The steps that eventually
resulted in the execution of
a successful Workshop on May 10th.

An article in the "Charlottetown Guardian" November 25, 1978 entitled "Senseless Vandalism Costs Island $1 million yearly" identified the seriousness of the Vandalism problem on Prince Edward Island (See Appendix A). At that time no specific programs to combat the problem existed but programs were being developed by the office of the National Consultant on Preventive Policing, Ministry of Solicitor-General. It was suggested that the emphasis should be placed on education because of the youth oriented nature of the crime.

Two police experts on crime prevention and preventive policing visited P.E.I. in November/78. Inspector William Snowden of the Vancouver Police and S/Sgt. Vic Rawlins of the Ottawa Police were on loan to the Federal Ministry of the Solicitor General. These two gentlemen were scheduled to meet with concerned groups to discuss crime prevention issues. Rawlins and Snowden were previously involved in developing a Crime Prevention Kit which contained, among other materials brochures on Vandalism.

While on P.E.I. Rawlins and Snowden participated in a public meeting in Summerside with main topics being "Vandalism and Home Security."

On November 29th in Charlottetown an exploratory discussion was held on the question/problem of Vandalism. Along with the two police experts there was representation from the Police, Chamber of Commerce, School Boards, Department of Highways, Social Services, and Justice. The interest and concern expressed by these people indicated that a deeper examination of vandalism on P.E.I. should be undertaken and that this should involve representatives of many organizations and/or agencies affected either directly or indirectly by Vandalism.

Accordingly it was felt that a Workshop on Vandalism should be held. Phil Arbing, Department of Justice was designated to

coordinate the planning of such a workshop. Sgt. Ches Gilliatt, Community Relations Officer with the R.C.M.P. in Charlottetown was asked to assist.

Out of the November 29th meeting a series of broad general objectives arose. Subsequently it was felt that objectives for a workshop could include:

(1) To bring together people and representatives of organizations affected by vandalism either as victims, administrators, decision makers, etc.;

(2) To examine the law as it relates to Vandalism and how vandalism is or can be dealt with by the justice process;

(3) To distinguish between apparent and real acts of vandalism;

(4) To identify factors that contribute to vandalism;

(5) To establish the extent of vandalism in P.E.I. - the number and kinds of incidents as well as direct and indirect costs;

(6) To share information on methods developed elsewhere on preventing and/or responding to vandalism;

(7) To develop possible approaches in preventing or dealing with vandalism in P.E.I.;

(8) To outline a follow-up process as indicated by workshop participants.

These objectives were forwarded on January 12, 1979 to a range of organizations affected by vandalism including Municipal, Provincial, and Federal Public Works Departments, School Boards, Department of Highways, Construction Industry, Insurance Industry

Fishing Industry, Post Office (mail boxes, etc.), Chambers Of Commerce, Utility Companies, CNR, Ministerial Association (Churches - cemeteries), Federation of Municipalities, Youth groups (Student Unions), Social Services, Police, Justice related agencies, Department of Education (curriculum), etc. -in all some 50 agencies/organizations/individuals.

Included with the aforementioned objectives were seven questions which interested people were asked to respond to:

(A) would you or someone from your organization be willing to assist in the planning of the workshop?

(B) Would your organization be willing to share information at the workshop on how vandalism affects your operation?

(C) Would you or some from your organization be willing to act as a resource person at the workshop if need be?

(D) How many representatives from your organization are likely to attend a workshop?

(E) Do you agree with the suggested objectives listed above?

(F) Would a one-day workshop be sufficient?

(G) Do you know of other organizations that should be advised of the workshop?

A response was requested on or before January 26, 1979. The same letter further dated January 31, 1979 was sent to additional organizations suggested as a reply to "G" in the initial letters

including Mayors of 8 Towns and Charlottetown. A response was requested before February 9, 1979.

A preliminary planning meeting was held on February 7, 1979. Phil Arbing, Justice; Ches Gilliatt, RCMP; and Dan Stote with the Ministry of Solicitor General (Atlantic Region) met to assess the replies to the January 12, 1979 letters re: objectives and questions. Response to the questionnaire was positive and a high level of interest was expressed. A planning meeting was set for March 13, 1979. Representatives from the RCMP, CFB S'Side, Unit 3 School Board, Departments of Highways, Tourism, and Justice, Division of Youth - Department of Education, Consultation Centre, Island Telephone, Maritime Electric, and Federation of Municipalities were asked to attend the March 13th meeting.

Early indications were that in excess of 100 people would attend the workshop.

The Ministry of the Solicitor General was formally approached on March 7th for assistance in staging the Workshop in the form of a luncheon so that the Workshop might continue over lunchtime to enable the participants to remain together and to benefit from a luncheon speaker. The Provincial Criminology and Corrections Association extended its cooperation in covering the expense for coffee breaks. As well, the Association undertook to sponsor the evening session.

On or about the time of the March 13th meeting a tentative program outline was drawn up, (See Appendix B). From this planning meeting those in attendance were asked to return to their individual problem areas re: Vandalism. They were each asked to choose an appropriate resource person to speak at the workshop- providing interest

was earlier indicated via either the January 12th or 31st letter - and return to a final planning meeting on April 17, 1979 to firm up participation. Through this method of ideas and participation from all possible areas, it was hoped that a well-rounded workshop would evolve. Each individual/organization was given a specific question to address for the workshop presentations. The workshop was scheduled for May 10, 1979. A Planning Committee Meeting was held on April 17, 1979; interest and support was high. On this date the program was finalized (see Appendix C). The major intent of this Workshop was to focus on the rational extent of Vandalism; in effect an assessment of the present situation; really, The WHAT and the WHY.

The noon commentary was intended to provide an overview of what the situation is generally on a National scale. The afternoon session was planned to focus on what is being or what can be done, as well as providing a forum for exchange of ideas, provincially.

The day long Workshop was attended by 86 people, including three(3) from St. John's, NFLD. and two(2) from Moncton, NB.

Attendance at the Public Meeting held in the evening was small, composed principally of Police Cadets in training at the Atlantic Police Academy.

An evaluation form (see Appendix D) was sent to all those who participated/attended. Just over 50% of the evaluations were returned; a summary of the responses is included in this booklet.

On June 12th a follow-up meeting was held. From this meeting a small committee was chosen(5) to plan some type of strategy and report back to the original planning committee by 15 September. On July 11 the first meeting for the small committee was held. From this

meeting it was decided that each member of the committee would develop a listing of possible ideas/concepts, etc., that might be considered for a potential action plan. This would be, in effect, a brain - storming effort. The compiling of these individual ideas/ concepts into an-action plan was set for August 8th.

On August 8th, the Coordinator of the May 10th Workshop and member of the Small Action Plan Committee, Phil Arbing was requested to put together a listing of all possible ideas as to the "what,where, when, how, and who" that evolved out of the Aug 8th Meeting and that could be advanced to the larger group in September. The focus being on Government, education process, municipalities, business/industry/utilities, private owners/operators, parks/ recreation/media. A short meeting to consider the ideas put together by Phil Arbing before returning to the larger group in September was scheduled for August 27, 1979.

On August 27/79 Phil Arbing presented a rather complete point form list of items/ideas and concepts for consideration under 4 general headings - LOCATION & GEOGRAPHY/ TIMING/ JURISDICTION & POSSIBLE ACTIVITIES/ LEADERSHIP. It was decided to include two other areas - EDUCATION AND MEDIA - Phil Arbing was to approach the Minister as to what commitment/support might be expected.

Responses and Recommendations will be presented to the original planning committee in September. An optimistic outlook shows progress on the horizon.

SUMMARY OF WORKSHOP

Ideas, Attitudes and
Recommendations. Voiced
on May 10/79 in Charlottetown.

Vandalism can be defined as "the wilful defacing or damaging of property belonging to another person or to the public". Vandalism is covered under secions 387 and 388 of the Criminal Code of Canada dealing with wilful damage and mischief. Section 387 (1) states "Everyone commits mischief who wilfully a) destroys or damages property b) renders property dangerous, useless, inoperative or ineffective c) obstructs, interrupts or interfers with the lawful use, enjoyment or operation of property or d) obstructs, interrupts or interfers with any person in the lawful use, enjoyment or operation of property."

Opening remarks by Sgt. Ches Gilliatt of the RCMP "L' Division in Charlottetown indicated that Vandalism exists as the #2 criminal offence on Prince Edward Island, within the RCMP jurisdiction, second only to thefts under $200.00. Vandalism was demonstrated to be a true social problem which, out of necessity, must be dealt with at the community level.

The initial presentation was entitled "Vandalism: What Is it? How Does It Affect Us?" Merle MacLeod of the Military Police in CFB Summerside acted as moderator. Participants included Mike Schintz with the Warden Service, Parks Canada in Halifax; Jake Bartlett, Traffic Engineer with the Provincial Department of Highways; Eric Ellsworth, Assistant Superintendent with the Unit 3 School Board in Charlottetown; Jim Fader with Maritime Tel & Tel in Halifax; Troy Gee, Senior Adjustor with Co-op Insurance Services in Charlottetown; and Frank Lewis, a private campground operator on P.E.I.

The indication seemed to be that Vandalism occurs just about everywhere on Prince Edward Island and varies from the breaking of windows to the burning of picnic tables. Schools suffer from broken windows, lights and furniture, and from obscene language on walls and desks. Parks undergo the destruction of signs, gateways, tables, and natural resources as well as the littering of grounds. The irresponsible lighting of fires is a frequent hazard. Highways have the problems of defacing, breakage, removal and rearranging of road signs. As well as a costly expense, acts such as the aforementioned are extremely dangerous for motorists. Maritime Electric have small incidents of vandals destroying power lines - another costly venture. Insurance policies cover spontaneous and malicious vandalism; causing unnecessary losses and subsequent rises in insurance claims. Telephone companies undergo destruction to booths, as well as theft of telephone parts and vans, not to mention the notorious obscenities on walls of telephone booths.

All of these acts of vandalism affect each one of us in our daily lives. Broken articles have to be repaired; defaced articles, cleaned; stolen articles, replaced. It all adds up to MONEY, MONEY, MONEY and the hard hit companies charge the public more for respective services. We all pay for the ignorance and destructiveness of vandalism through loss of property, personal and physical discomfort, potential danger to life, and increased taxes to cover the costs of damage to public property. While vandalism <u>is</u> an inconvenience and an expense, concern should be centered more on the vandal and the problems facing him/her. The consensus seemed to be that more guidance and protection are the crucial factors. After these two are taken care of, the money problems will diminish. Concentration, however must be on the former.

An effort to initially reduce the cost factor is little more than an exercise in futility. The solution to the problem must begin with the beginnings of the problem NOT with the consequences of same.

The second presentation was entitled "Vandalism: Why Does It Occur?" Dale Turner, a representative of the Federation of Prince Edward Island Municipalities acted as moderator. Participants included Gary Clark, President of the Kensington High Student Union; Peter McQuaid, Chairman of the Police Committee from Souris, P.E.I.; Soloman Tweel, a Charlottetown Businessman; and Dr. Sam Malcolmson, Director of Mental Health Services with the P.E.I. Department of Health.

The resource people suggested that vandalism is multidetermined. Some fancy explanation may exist but presently it is not known and, furthermore, we cannot wait to know the "why" before we commence actions to bring a halt to the problem. Attitudes in the home and the school need immediate and drastic change. Evidently neither the home nor the school is doing an efficient job of teaching children responsibility, pride, and initiative; prime values that children must learn and live.

Children are not taught right from wrong. Teachers and parents are not providing sufficient guidance nor giving enough direction. Enough time and interest is simply not shown to students by teachers, and to children by parents.

Five possible reasons for the "why" of vandalism were suggested by one of the panelists - revenge /insecurity/peer pressure/ lack of respect (for property) / parental neglect involving a lack of

communication. While alcohol and drugs undoubtedly are a contributing factor, they are more importantly problems in themselves, rather than the causes of other problems. Learning disabilities was offered as a SIXTH possible reason. The frustration of being labelled stupid by parents. teachers, and peers often causes a child to vent his energies toward some act of vandalism, simply because he can see no alternative.

It was suggested that there are simply not enough activities to keep our youth busy and occupied. "Nothing else to do" becomes reason enough for vandalism to take place. Boredom seemingly plays a major role Organizations should be encouraged and more activities need to be planned.

Education in the home, the school, the general public, and the media is crucial to raise awareness of the problem. Children must be taught proper values, encouraged and guided to strive for the good. This process must be initiated, not in one area of life, but in all with the HOME and the SCHOOL playing the crucial roles.

The Lunchtime Commentary was lead by Mr. Dean Jones with the Crime Prevention Centre, RCMP Ottawa.A discussion of School Vandalism - A Survey Report evolved. The text of Mr. Jones' report is included in this paper.

The afternoon session began with the film Solutions To Vandalism. For an indication as to the content of this film refer to the audio-visual material section of this booklet.

The third presentation was entitled "Vandalism: What Action is Being Taken Here and Elsewhere. (ideas, examples)?" Frank Morrison with Student Services at Holland College in Charlottetown acted as moderator. Participants included Parker Lund, Principal of St. Jean's

Elementary School in Charlottetown; Gordon Michael with the Atlantic Institute of Education in Halifax,; Fred Martin, National Director of the Boy's & Girl's Clubs of Canada, and Bill Snowden, National Consultant, Preventive Policing with the Ministry of Solicitor General in Ottawa.

Various viable methods that have been implemented were suggested. Bill Snowden introduced and encouraged the idea of a Public Awareness Campaign. The public must be kept constantly informed that It is being victimized. Vandalism is a community problem - not a police problem. However, preventive policing can be effective in reducing vandalism if the focus is placed on 1) opportunity; by making the target more difficult to commit crimes upon. "Target Hardening" involves increased lightings, stepped-up patrolling, building designs, security, and the like; 2) victim: each person must take precautions to lessen his chances of being victimized; 3) desire to commit crime; this area is the most receptive to crime prevention, and the major tactic is attitudional change through education. So while the community is the essential element, preventive policing is certainly valuable.

Gordon Michael introduced the concepts of community school and community education. A community school is a regular school building open to the community which enables members of that community to utilize the facilities on a non-rental basis for educational, recreational,and social activities. The school becomes a community educational centre for all age categories. The local school serves to bring about a positive sense of community and improves the quality of life. This system builds a sense of responsibility and pride as well as a feeling of involvement. The concept, in working form, seems to

significantly diminish incidents of vandalism.

Organizations in general were felt to be a viable source in the process of reducing vandalism. However, the aim must not be to merely develop a huge quantity of organizations, rather organizations must provide an atmosphere to get the participants interested and and together; the object is not simply to keep the kids off the street. As well as formal organizations, extracurricular activities provide enjoyable, meaningful involvement for students. Students feel involved, important, and busy.

A change in attitude in both schools and homes, education of the public, and a lessening of the physical opportunity to commit crime appear to be the key concepts in reducing vandalism. Communication and involvement solve many frustrations and problems. Vandalism is not an insurmountable problem, it is simply one that involves a great deal of time and effort on the part of every single person in the community - and <u>community</u> <u>is</u> the CRUX of the matter. Vandalism does not lend itself appropriately to the courts; consequently, any and all solutions should come from the community and its members - from you and me working together to prevent problems before they begin.

The discussion/feedback session entitled "Vandalism: What Can Be Done?/What Can You Do?/ What Can We Do?" had as official participants - S/Sgt Vic Rawlins, Assistant National Consultant with the Ministry of the Solicitor General in Ottawa and Gordon Michael of the Atlantic Institute of Education in Halifax. There were many suggestions, recommendations, and comments that came from the people at large. A Public Awareness Campaign as well

as initiation of a community School were two of the major recommendations regarding action which must be undertaken NOW. Public Awareness can be maintained through information seminars presented to the business community; a Neighborhood Watch Program should be encouraged in each community as part and parcel of the Public Awareness Campaign. A Neighborhood Watch Program is instituted through public service announcements which implore the residents of a community to maintain a vigilance of their own and other people's property, and to report to the police any suspicious occurrences. A media campaign would consist of posters, advertisements, radio and television programs, buttons, and T-shirts. The intention here is obviously to raise public awareness to the level of the extent and cost of property damage resulting from acts of vandalism. Information kits could be devised for schools consisting of audio-visual presentations. An attempt would be made to enlighten young children and adolescents about the problems of vandalism and hopefully build in them a sense of responsibility and respect for property.

Community School and community education, as aforementioned, attempt to provide an interesting and meaningful involvement for all members of the community. Along with providing a passtime, it hopefully educates and builds responsibility and initiative.

Suggestions included careful planning of environmental design in each community. Careful planning of housing projects can build-in safety measures to prevent crime. Planners of such a project can design the physical environment in such a way as to promote the creation of patterns of behavior that will lead to a sense of ownership and responsibility on the part of the residents within

the housing area.

It was indicated that presently the punishment for vandalism does not fit the crime and that the courts are not dealing effectively or sufficiently with offenders. As well it was recommended that a program should be developed in the community for offender work/ restitution programs. Here the emphasis is on "after-the-fact" circumstances; however, time and effort aimed in the direction of prevention of the crime before it happens is CRUCIAL.

In the majority of presentations and from the majority of those who attended and voiced opinions, there were some common complaints and recommendations voiced. Basically EDUCATION in the homes and the schools is seen as of utmost importance. Crime prevention programs and attitudes must be instituted in the schools and encouraged in the homes. Guidance and direction are key factors.

Secondly, it was generally agreed that victims have received less than adequate satisfaction from courts. This highlights the need for community-based programs requiring vandals to pay or work off the full amount of the damage. The value of restitution as an educational and preventive measure was strongly stressed.

Once again we see that COMMUNICATION AND COMMUNITY remain the key elements. Children must be taught and directed - any solution exists within the community. We need not go looking in some foreign place for answers - they are right within our midst.

ENDNOTES:

1. Vandalism - Attacks on Society, Thunder Bay p.3

SUMMARY OF EVALUATION FORMS

- 86 evaluation questionnaires sent out.
- just over 50% responded.

SUMMARY OF EVALUATIONS RETURNED

Re: Vandalism Workshop
May 10, 1979

What areas, if any, of business and/or community life were not adequately represented, which could have provided a valuable contribution to the workshop?

The most apparent gap was the lack of law enforcement personnel - RCMP/local and municipal police officers. A number of evaluations stressed the lack of school personnel, particularly teachers, and also a lack of representation from the Teacher's Federation.

There were a variety of other areas that individuals expressed a desire in hearing from. Clergy and representation from the larger churches was lacking. Some of those who attended would like to have seen more local businessmen, private citizens, and a more "representative" view of youth. Judges, probation officers, and other court representation were desired.

An interest was expressed in having community recreation people present as well as club operators. Representatives from the Social Service Department as well as Public Health were lacking.

While certain evaluations seemed to indicate that specific areas were lacking, the general consensus seemed to be that there was a good cross section of resource people and that the strength of the workshop was the wide representation.

Was there any aspect pertinent to the Vandalism problem which was not examined?

The major aspect missing was the lack of ways to minimize damage, at the very least, and prevention of vandalism, ultimately. Solutions were sought and some of those who returned evaluations felt that preventive measures were not covered - more discussion on protective devices. Alternative and diversion programs were missing.

Some felt that a coverage of programs to educate parents about Vandalism as well as discussion on parental guidance and the up-bringing of children was pertinent and missing. Children must be taught to respect property.

An interest was expressed in probation orders and how they might be improved. Statistics of cases reported to police as well as more statistical information on WHEN, WHERE, & HOW MUCH were missing.

Subjective reports on the personal hardships of a private citizen/victim were not included. Victims are not informed as to the final disposition nor receive sufficient renumeration in many cases. Public awareness is once again seen as paramount.

A desire was expressed for ways to reach the non-joiner. Organizations are fine for the keen, interested person but what about the other fellow?

Some felt that before we find any answers chief causes must be explored.

Generally those who responded felt that MOST important areas were fairly well covered.

Did the Workshop present the Vandalism problem accurately? Was it overstated? Understated?

The overwhelming attitude indicated that the workshop was extermely accurate, effective, and well stated. The problem was certainly not overstated - a few felt it might have been slightly understated.

One brief suggested that the excess of personal views became repetitious and the problem may have subsequently been viewed inaccurately. However, generally the workshop was handled in a realistic manner and seemed satisfactory to the majority who attended.

Was there too much emphasis placed on the Educational System? Would you like to have seen the direction more multi-dimensional?

While "education" certainly seems to be the key, more education in various fields - not just schools - is the answer. Community education is an important focal point.

Opinions varied (just about down the middle). Some suggested that the emphasis was appropriate and that there is "never too much" emphasis on the schools. Because people look to the schools for help, maybe this is where the problem is and so the emphasis is appropriate. The school is the place to start and a number felt that the balance was fair and subsequently were content with the unidimensional direction.

Others felt that there was too much weight put on the schools. Any "education" begins in the home and continues in the community. Other methods of approach should have been considered and PUBLIC EDUCATION is the key. These individuals vied for a more multi-dimensional approach.

Education is of utmost importance . . . - whether it be in SCHOOLS or public education in the COMMUNITY.

"Communication" and "Community" were the key words throughout the workshop. Do you have any suggestions to get the wheels turning on one or more of these directions?

A full scale public awareness campaign is needed. This could vary through the use of media slogans; workshops on vandalism in communities; newspaper columns such as "In the Community" to promote action to help community needs; and emphasis on "Clean Island" showing how litter is a part of vandalism.

Community involvement is essential. Bring together the instrumental people in a community and have them seriously address the problem. Give community groups such as Women's Institute, 4-H, Allied Youth, Lions Clubs and the like some ideas as to what they can do to alleviate the problems. Get parents to become involved with their children to teach them respect for property.

Develop the idea of community school where the school is open for the community to use as a center of business, education and recreation. Have a special school education program to give emphasis on public and private property respect.

Do you feel the Planning Committee should begin an action plan or is more discussion on the problem necessary?

There was a general agreement that an action plan should be started. It was felt that one needs action before one will get any results. However, it was expressed that along with an action plan there should be continuous discussion on solutions. Information gathering and evaluations are essential. There is a need for solid statistics on the "Where, Who, Why and How Much" of the vandalism problem.

In what direction(s) would you like to see the Planning Committee go? Specify and state your primary concerns.

Once again it was suggested that public awareness, community involvement, and new education programs were needed. It was felt that the public must be made aware of the extent and cost of vandalism on the Island. This could be implemented through media, film presentations, and discussions. One must get to the parents so they will educate their children - teaching them the proper values in life.

Community involvement is essential. It was suggested that an Island Vandalism Committee should be formed with representatives from police, schools, business, parents, students, etc., to work on the problem. Sub-committees should be formed in each community to deal with specific local problems. Each sub-committee could focus on the "Central" Island Committee for expert advice and use it as a form for ideas and plans. It is of upmost importance to use as many people as possible in order to generate all possible solutions. Youth must be involved in all action plans - give them responsibile positions - make them realize their self-worth.

Use education programs whereby police and other people in the criminal justice system get into classrooms and talk to students. Develop guidelines that school teachers can utilize to instill respect in students with respect to their community.

Additional Comments

- interested group (towns/parks/etc) must be made aware of Vandalsim occurring - each group through the media can promote its own needs; the publicity gained may reduce opportunities.

- revision of Probation Orders to include restitution/ community service orders.

- system of deterrance among RCMP/Local Police/Probation Agencies - particularly first offenders.

- promoting provincial authorities for funding Anti-Vandalism programs using local youth as vehicles for programs (develops peer concept).

- bringing together various service agencies to assess needs and problems.

- discussions with School Boards, Supt. of Education, Principals, etc.

- need backing and cooperation of COURTS. Judges are guided by current mores of society. Until society demonstrates widespread unhappiness over present permissiveness, the Courts are not about to change attitudes.

- emphasis should be on importance of valuing person.

- another such meeting (like Vandalism Workshop) with greater capacity of people.

APPENDIX "B"

INFORMATION NOTE

TENTATIVE PROGRAM OUTLINE

VANDALISM WORKSHOP

Rodd Motor Inn
(West Royalty) Charlottetown

May 10, 1979

8:30 Registration

Opening Audio-Visual Presentation

9:00 Welcome - opening remarks

Sgt. Ches Gilliatt
Police Community Relations
RCMP "L" Division (P.E.I.)

9:15 Panel - Presentation

VANDALISM: What is it - How Does It Affect Us?

Moderator - Military Police, CFB Summerside

Participants

representatives of - Utility Companies
(Island Telephone - Maritime Electric)
- Public Works - Highways
- Parks - Tourism, Travel Industry
- School Boards

10:20 Break

10:40 Panel Presentation

VANDALISM: Why Does it Occur?

Moderator - Federation of P.E.I. Municipalities

Participants

representatives of - Allied Youth or Student Councils
- P.E.I. Mental Health Services
- Businessmen/Chamber of Commerce
- Town Council

12:00 Lunch (hopefully to be provided)

Commentary - VANDALISM: "A National Perspective"

Bob Holmes - National Crime Prevention Unit
RCMP Ottawa

Dan Stote - Regional Consultant (Atlantic)
Department of Solicitor General
Moncton, N. B.

(over) .. 2

1:15 Film: "Project Pride"

1:30 Panel Presentation

VANDALISM: What Is Being Done Here And Elsewhere? (ideas - examples)?

Moderator - Judge

Participants

representatives of - School; Programs and Facilities
- Boys and Girls Clubs - Community Resources
- Insurance Industry
- Preventive Policing - Crime Prevention
- Security Systems (Business - Police)

2:45 Break

3:00 Discussion

VANDALISM: What Can Be Done?
What Can You Do?
What Will We Do?

Format to be finalized

4:30 Closing - Where Do We Go From Here?

8:00 p.m. Public Meeting

"VANDALISM and You"

at
MacKinnon Lecture Theatre
Holland College (Charlottetown Centre)
Grafton Street, Charlottetown

Sponsored by:

Prince Edward Island Criminology and Corrections Association

Dated April 10, 1979

Phil Arbing

APPENDIX "C"

VANDALISM WORKSHOP

Rodd Motor Inn
(West Royalty) Charlottetown

May 10, 1979

Coordinated by the P.E.I. Department of Justice and R.C.M.P. "L" Division with the assistance of the Federal Ministry of Solicitor-General and the P.E.I. Criminology and Corrections Association.

PROGRAM

8:15 Registration

8:45 Welcome - opening remarks

Sgt. Ches Gilliatt
Police Community Relations
RCMP "L" Division (P.E.I.)

9:00 Panel - Presentation

VANDALISM: What Is It - How Does It Affect Us?

Moderator: Merle MacLeod
Military Police
CFB Summerside

PARTICIPANTS:

Mike Schintz, Warden Service
Parks Canada - Halifax

Eric Ellsworth
Asst. Superintendent - Business Affairs
Unit 3 School Board - Charlottetown

Jake Bartlett, Traffic Engineer
Department of Highways (P.E.I.)

E. C. Eisnor, Security Supervisor
Maritime Tel & Tel - Halifax

Ernie MacKay, Security Office
Maritime Electric - Charlottetown

Troy Gee, Senior Adjuster
Coop Insurance Services - Charlottetown

Frank Lewis
P.E.I. Tourist Industry (Private Operator)

10:30 Break

10:45 Panel - Presentation

VANDALISM: Why Does It Occur?

Moderator: Dale Turner
representative - Federation of Prince Edward Island Municipalities
Commissioner Village of Cornwall

PARTICIPANTS:

Peter McQuaid
Chairman Police Committee
Town of Souris

Gary Clark
President Student Union
Kensington High School

Soloman Tweel
Charlottetown Businessman

Dr. Sam Malcolmson
Director, Mental Health Services
P.E.I. Department of Health

12:00 Lunch (provided)

Commentary VANDALISM: "A National Perspective"
Dean Jones
National Crime Prevention Unit
RCMP Ottawa

Moderator: Dan Stote
Regional Consultant (Atlantic)
Ministry of Solicitor General
Moncton, New Brunswick

1:15 Film "Project Pride"

1:30 Panel - Presentation

VANDALISM: What Action Is Being Taken Here And Elsewhere (ideas, examples)?

Moderator: Frank Morrison
Student Services
Holland College

PARTICIPANTS:

Parker Lund, Principal
St. Jeans Elementary School - Charlottetown

Gordon Michael
Atlantic Institute of Education
Halifax, N.S.

Fred Martin, National Director
Boys and Girls Club of Canada
St. Eleanors (a layman's view)

Bill Snowden (Insp.)
National Consultant, Preventive Policing
Ministry Solicitor General
Ottawa, Ontario

Laurie Lavoie (Cpl)
Security Systems
RCMP "L" Division (P.E.I.)

2:45 Break

3:00 Discussion - Feedback Session

VANDALISM: What Can Be Done?
What Can You Do?
What Can We Do?

- Audio Visual Presentation

PARTICIPANTS: Bud MacMurtry
D/Director, Atlantic Police Academy
Charlottetown

Gordon Michael
Atlantic Institute of Education
Halifax, N.S.

Vic Rawlins (S/Sgt)
Preventive Policing
Asst. National Consultant
Ministry of Solicitor-General
Ottawa, Ontario

4:30 Closing

* *

8:00 p.m. PUBLIC MEETING: Vandalism and "You"

MacKinnon Lecture Theatre
Holland College, Charlottetown Centre
Grafton Street - Charlottetown

sponsored by: - P.E.I. Criminology & Corrections Assn.

Moderator: Paul Mullins
Charlottetown Lawyer
President, Sports P.E.I.

PARTICIPANTS:

Bill Snowden (Insp)
National Consultant
Preventive Policing
Ministry of Solicitor-General

Gordon Michael
Atlantic Institute of Education
Halifax, N.S.

Sybil Cutcliffe
Charlottetown
(citizen-parent)

Two short audio-visual presentations will be shown.

Coffee will be served.

APPENDIX "D"
May 16, 1979

RE: VANDALISM WORKSHOP
Charlottetown - May 10, 1979

Dear

Hopefully you found the Workshop of some value. Your attendance was appreciated. As a follow-up to the Workship the Planning Committee would appreciate it if you take a few minutes to respond to the following questions. From the evaluations of those who attended, the Planning Committee will attempt to develop a strategy to aid in future work in this area.

1. What areas, if any, of business and/or community life were not adequately represented, which could have provided a valuable contribution to the workshop?

2. Was there any aspect pertinent to the Vandalism problem which was not examined?

3. Did the workshop present the Vandalism problem accurately? Was it overstated? Understated?

4. Was there too much emphasis placed on the Educational System? Would you like to have seen the direction more multi demensional?

5. Communication and Community were the key words throughout the workshop. Do you have any suggestions to get the wheels turning on one or both of these directions?

6. Do you feel the planning Committee should begin an action plan or is more discussion on the problem necessary?

7. In what direction(s) would you like to see the Planning Committee go? Specify, and state you primary concerns.

Any additional comments and recommendations: -
(use reverse side if necessary)

Please return to: Phil Arbing, Department of Justice
P.O. Box 2000, Charlottetown
as soon as possible. The planning Committee will be meeting June 12, 1979

Thank you for your cooperation.

Yours truly,

SCHOOL VANDALISM

A
SURVEY REPORT

May 1979

By: Dean Jones
R.C.M. Police, H.Q.
Crime Prevention
Centre
Ottawa

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Role of the Police 18

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VANDALISM

INTRODUCTION:

During the 4th - 5th Century A.D., a Germanic tribe, "Vandal" ravaged Gaul, Spain, North Africa and Rome, destroying property and works of art. Hence the terminology, "vandal - vandalism" being defined as one who maliciously destroys works of art or other property. Malicious defines the intent of the act whether it be evil, hatefulness or ill-will perpetrated against another persons property.

The vandal is an individual who, acting in the spirit of the ancient Germanic tribe of Vandals, destroys or mars works of man or nature deemed by society to have aesthetic value. Over time, this term has been extended to include the willful or wanton destruction of property whether beautiful or not, public or private. The principle for labelling a given act as vandalism appears to lie more in the motivation of the act as opposed to the object involved. It is the malicious, the irrational, or the unrestrained quality of the act which defines it as vandalism.

DEFINITION

The most accepted definition of vandalism is (Champion, 1974).

> "The defacement, mutilization or destruction of private/public property, either willfully

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and knowingly or unknowingly by an individual or group not having immediate ownership or vested interest in the property abused."

(Martin)(Cohen) have further classified vandalism into typologies, drawing a distinction between the "purpose", "motives" and "method".

i) Predatory: (play)

The incident or vandal act occurring through "fun" or "sport" as opposed to material gain. Cohen also includes some concept of "aquisitive" vandalism within predatory, i.e., minor material gain - stripping of lead pipes, copper etc. from old abandoned houses.

ii) Vindictive:

An expression or act of a group or individual as revenge, to get even, settle a grudge, i.e., anti-negro or semetic acts. A personal revenge against an institution whether public or private.

iii) Ideological:

(Tactical) vandal act(s) that draw attention to a grievance or political view, i.e., union strikes, F.L.Q.

iv) Wanton: (malicious)

Damage occurring as an expression of frustration that results in senseless destruction by an individual or group.

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> Wanton vandalism, most common in occurrence, is viewed as an act usually committed as result of open conflict with the community. The acts of vandalism are perpetrated anywhere within the community - usually what is convenient at that moment in time, unplanned.

NATURE OF THE PROBLEM

Vandalism may occur in the public or private sector: public buildings, parks, cemetaries, transportation facilities, homes, schools, automobiles, small and large businesses. The circumstance initiating the act may arize from a multiplicity of causal factors, sociological or psychological in nature. The act may be premeditated, spontaneous or accidental, committed by an individual or group against another individual or authoritative structure, a material object which is identifiable to one of these, or against no one person or object in particular.

Vandalism is not a distinct offense governed by law, whereas the legal response to such acts are subject to various related offences found in Part IX of the Criminal Code of Canada, "WILFUL AND FORBIDDEN ACTS IN RESPECT OF CERTAIN PROPERTY". The nature and quality of the act is precisely defined in the definition of "WILFUL".

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> "for which compulsion or ignorance or accident cannot be pleaded as excuse, intentional, deliberate or due to perversity or self-will."

Although the intent of the legislature is precise in their definition of wilful, COHEN finds considerable ambiguity on the concept of vandalism and its legal implications. He identifies some forms of destruction, i.e., Halloween pranks, sporting crowds and student pranks, and play that are not processed as criminal offenses but by procedure of writing-off or non-enforcement. Cohen (1973: 27) explains his last point:

> "the central reason for non-enforcement is that which applies to vandalism as a whole: the fact that this is one of the most safe and anonymous offenses. There is no personal complainant, nor any property to carry or dispose of. Consequently detection rates are low and most damage is not thought worth bothering about. Although the total cost might be considerable, each individual act is too trivial to respond to in any other way than to ignore it".

I would suggest that Cohens premise is moot. However, most significant is his identification of a conflict in social norms and proscribed law. Proscribed or statute law is static until relegislated; social norms are flexible and are subject to change at any given point in time. I would

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argue that law enforcement agencies in order to effectively respond to the issue of vandalism in the past have adopted the prevailing social conscience and applied the principle of law through their option of discretion. This mode, I suggest was most acceptable as enforcement was meeting the popular or consensual social conscience. This does not suggest the police are evading their responsibility. They are in fact taking their mandate one step beyond in various forms of diversion. The nature and quality of the act would in most instances dictate what options the officer will take in the best interest of the community and offender.

Today we are facing a shift in social attitudes towards vandalism. What was relegated to minor infractions or "letting off steam" years ago is history. At present vandalism has become a cancerous virus, quickly spreading throughout our social order in epidemic fashion, destroying, defacing and mutilating not only property but one of the basics of our value system, the right to ownership without the fear or interfence of others.

Currently one of the most pressing problems facing us is the vandal acts committed against our educational institutions. No longer do we have a few destructive "bad boys", "delinquents" or socially "maladjusted" individuals committing these acts. The virus has spread deeply into the

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ranks of the young regardless of socio economic background. What is occurring today has become a major social and economic problem facing not only the educators but our value system. Nathon Goldman states:

> "The wanton destruction of school property represents a simultaneous threat to two important values of our society - education and property. The school vandal attacks both these highly valued institutions. He thus exhibits behaviour hostile to certain crucial aspects of our accepted way of life. Such an attack on our institutional values by the child may be a portent of more serious attacks on society when he reaches the adult age."

There is no simple, all inclusive answer to the question, "why are schools experiencing an upward trend in vandalism?"

In light of Goldman's observations, it is evident that attitudes have undergone dramatic change. The attitude of teachers, parents and society in general - toward crime, family life and responsibilities, and schooling and what it is expected to provide. Educators state many of the problems start at home or in the community and are acted out at school and the school is expected to cope without the support of the home or community. The educators state lack of parental discipline combined with a permissive society has weakened

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the position of the school as an authoritative figure. Educators state that many of the problems can be identified in the school system itself, administration and teacher apathy. If attitude is reflected as a major contributor then why not follow Clarence Darrow's (1972) dicta - "man is shaped by heredity and environment. Heredity cannot be changed - environment can." If Darrows concept of environment includes social attitudes, then I may agree with his thought process.

REVIEW OF THE LITERATURE

American:

A review of American literature, most prominent in the late 1950's to present, identifies vandalism as one of the most serious social problems, notably in their secondary institutions.. The literature discusses vandalism in relation to juvenile delinquency, acts of theft, assaults and damage occurring in their school system. Much of the literature separates vandalism from other offences/occurrences and reveals the magnitude of the problem, growing year by year. American researchers have begun to study vandalism to determine identifiable characteristics that may lead to an understanding of the nature and quality of the acts. Accurate information is not yet conclusive due to insufficient empirical data. The following is a resumé of some of their findings as result of research and information obtained through surveys, police and school records.

(a) vandalism is rated as a serious national problem whether it be in their schools, community, business or public utilities.

(b) 1976, vandalism cost the American taxpayer an estimated $600,000,000 dollars in school damages. The greatest proportion occurring in their secondary school level.

(c) fire (arson) and window breakage are the greatest dollar loss.

(d) most vandal acts are committed by students attending that school or recent "drop outs".

(e) most acts occur during school hours, however, the most serious acts occur during the late evening or early morning hours.

(f) male students between 14 - 18 years are the greatest offending group. In excess of 90%.

(g) "revenge", "get even", appears to be the greatest motivational factor followed by "frustration".

(h) social class appears to not have that significant a bearing as a causal factor of vandalism. The literature strongly suggest there is insufficient evidence to make any

statement or assumption identifying any one group being more responsible than the other. The literature does suggest there is evidence that vandalism has permeated all classes.

(i) causations, the literature identifies numerous factors as being either the cause, a contributing factor or a theoretical assumption. Some of the reflected causes are:

i student militancy
ii apathetic school administration
iii lack of communication between administration - faculty - student body
iv competative school system, either succeed or fail
v lack of discipline - home and school
vi absence of corporal punishment
vii teacher apathy
viii poverty (socio-economic deprivation)
ix disrespect for others property
x increased youth hostility - challenging parental and bureaucratic values
xi overcrowding in schools
xii depersonalization of students
xiii continued efforts to keep students in school
xiv affluence and to much idle time on their hands
xv lack of school-student "esprit de cour"

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American literature discusses vandalism in relation to serious acts of violences; the increasing incidence of robberies, assaults, rape and murder have entered their institutions of learning. It is estimated that during 1974, there were 12,000 armed robberies, 270,000 burglaries, 204,000 aggravated assaults and 9,000 rapes in American schools.

Canadian:

There is a paucity of investigative research in the field of vandalism. What Canadian literature is available is directed towards school vandalism, notably in British Columbia and Alberta. In reviewing their survey studies and an overview submitted by the Canadian Education Association, indicators strongly suggest - we have a vandalism problem in our Canadian schools.

In 1974 vandal damages to Alberta schools cost $1,981,885 dollars. Fire (arson) contributing to 61% of the total cost. Glass damages 18%. Damages to building and contents 19%. Theft accounted for 2% of the total cost.

In 1976 vandalism costs to British Columbia reached $7,000,000,000 dollars, fire (arson) contributing to 75% of the total cost.

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The report submitted by the Canadian Education Association March 1977, submits a brief overview on vandalism costs across the country. The contextual value of this report lies in the identification that vandalism poses a problem in the Canadian schools and is a serious economic drain on the educational tax dollar. Although this report identifies vandal costs, suggests causal and alternative preventive measures, it must be viewed as a resource supplemental to other surveys. The reliability of the information is not suspect, it is to global to be narrowed down to specifics in terms of hard data.

One important factor conveyed in Canadian research studies is the absence of investigative research and reliable data relevant to vandalism costs, its causes and the effects it is creating in our schools.

The Canadian studies that have examined cause and effect relationships of vandalism are basically confirmed in context by information and data extracted from the American literature.

The British Columbia and Alberta reports suggest that vandal occurrences appear to be a year round phenonema. Some vandal acts are highest at the commencement and termination of the school year with seasonal holidays and report card time the lowest period. Preventive actions initiated cover both technical and non-technical measures. In non-technical measures where there has been administration/faculty/student

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participation, working together, there has been significant decrease in vandalism to warrant program continuation. It would appear that participation/cooperation and open lines of communication between school - student - community is an effective method with the least costs in preventing vandalism.

One thing is obvious from American and Canadian literature, there are anti-vandal programs available that will work. It would appear that the question to ask ourselves, how far are we prepared to go in terms of personal committment to make these programs or initiatives work.

In Canada, we have an absence of the violent acts described in much of the American literature with the exception of isolated instances. If we ignore what is now occurring in our Canadian schools, then how long before we experience our neighbour's grief.

PREVENTIVE STRATEGIES

The literature examines many preventive avenues available in response to this particular problem. Two areas discussed at length are the "technical" and "non-technical" measures.

Technical

Includes such hardware as anti-intrusion devices, fire detectors, lexon (replacing glass windows) improved

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lighting, fencing, patrols and security guards with monitored surveillance and redesigning the schools.

Much of the American literature addressed this preventive aspect as being adopted by many schools throughout America. However, related cost data was somewhat sketchy. Purchasing, installation and, maintenance costs where available did reflect varying degrees of success in some areas, reducing the number of vandal acts and costs. Other schools found the cost of such devices exceeded their vandal costs or were not effective enough to warrant that expenditure. In general, literature response to technical devices was not negative, but reflected an air of caution stressing long term cost/benefit analysis in relation to the problem.

Non-Technical

The application of non-technical measures stresses the concept of community/school/student participation, working in concert to reduce the opportunity of the vandal(s). Many programs have been developed in American communities that have proven workable and successful:

Parent Patrol - parents in that school community take turn patrolling the school areas.

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Student Anti-Vandal Council - in cooperation with School Administration - Faculty and Student body, this council sets, controls and operates student patrol body that has responsibility of anti-vandal program. Students have equal voice in policy decisions of the program and in decision of action against offenders. Participation - very successful in schools adopting this policy resulting in a marked decrease in vandalism.

Pro Rated Vandalism Budget - the school is given X amount of dollars to cover repairs to vandalized property. If the school administration can keep vandal costs below their projected budget, the remaining budget can be spent as per the wishes of the administration, faculty and student body. The format is to appeal to the student body allowing them equal say as to how any monies are to be spent, i.e. equipment, recreation, etc., as they assist in monitoring the anti-vandal program. Success rate of this method high with significant decreases in vandal expenditures.

Live On - some school boards in the U.S.A. have provided residential facilities, (mobile trailers) on school property. The live in persons keep surveillance on the school. Anti-intrusion and fire detector alarm systems are hooked into the residence. Any disturbance or suspicious acts require notification of police. Cost of this program has proven much less than cost of vandal repairs per year. Program has been adopted in many U.S. areas.

Extra Curricula Use of School - during evening and weekends the school is used for community events, social functions, adult training courses. The added expenses of utilizing the school for additional activities reduces vandal costs as well as bringing in added rental revenues.

The literature does suggest that the success or failings of such non-technical programs is dependant upon the willingness and flexibility of school administrators to adopt innovative measures particularily those involving student/faculty participation. It is also suggested that where the schools administration were democratically progressive and active, these programs succeeded.

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The Canadian literature also focuses attention toward the non-technical aspect of prevention. However, the development of such programs for Canadian schools is still in the embryo stage as we have not yet examined in depth the problem of vandalism in our schools as our neighbours have done.

It is not the intention of this report to promote any one preventive measure. It is suggested all measures be closely scrutinized in terms of availability, applicability and cost in relation to the problem being experienced in a particular school and community. The program must respond to an identified need. If the program does not work then determine why. It may require that the program be changed or it may require that the method of developing and implementing the program follow a different route. Experience will in all likelihood be the yardstick to follow supported by the evidence or experience of other regions already supporting active preventive programs. Flexibility of the preventive program in conjunction with its administrators is the key to success. As done in many U.S. cities, the failing of both technical and non-technical resulted in the marrying of best of both toward a successful venture, i.e., "Live-on" concept. As one writer stated, "if you want a successful program, you will research it, develop it, apply it, if necessary refine it, but most of all, you will make it work."

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CLASSIFICATION

I do not think it necessary to concern ourselves with defining vandalism in context with the criminal code as an isolated offence. Vandalism, denoting acts of "wilful" or "malicious" intent receives extensive coverage under Section 387 C.C.C. "Mischief" and related offences that fall within part IX of the Code. It is necessary to record all acts of vandalism regardless of their criminal intent in terms of their related costs or dollar value of repair or replacement.

We must isolate and study the particular types of vandalism and their varied causes, describing the characteristics of the individuals involved in each type, and determine as best as we can, the purpose of their behaviour and the kinds of situations in which it occurs. Who are the vandals? What is the quality of their home life; their peer group relationship; their neighbourhood milieu; what is their age, sex, ethnic and soci-economic characteristics? What are the prevailing social norms and values? What is the target or object of their intention? We must determine the answers to these questions if we are to understand the mechanics of the problem. Not all school vandalists are criminal or "bad". Many are confused, misguided and frustrated by a social system difficult to comprehend. As stated by Clinard;

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"delinquency is relatively rare in folk societies characterized by a consistent value structure, the inconsistent value patterns typical of the adult world in societies such as our own constitutes one of the chief moral hazards to juveniles."

It is according to Clinard;

"obviously impossible to rear law-biding children in a world where adult models disobey the law."

Not all vandals will be easily reached. A certain number will have become hard core adherents to various delinquent behaviour for which severe punishment may be the only answer. However, we must bear in mind, apprehending a vandal is a small part of the problem - deterring them from future acts is to reduce the problem. To reduce that problem requires us to determine an accurate profile on the vandal.

ROLE OF THE POLICE

Vandalism in its global umbrella is the business of the police both reactively (through the judiciary) and proactively (though alternatives to enforcement). Reactive measures do not appear successful as a deterrance. Proactive measures are still in their infancy.

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The police have a responsibility equal to that of the community in developing preventive measures. However, the police and community must understand the problem of vandalism, not only in its offence connotation but its direct relationship as a maladic sympton of a social disfunction. We must search out the root causes of the virus and convey those symptons to the community. Stein and Martin (1962) found that in 90% of the cases of apprehended vandals motivated by vindictiveness, psychiatric examination was called for. In over half the cases, social worker investigation indicated that the fathers role in the home was inadequate and family relationships were generally described as poor. In over half the cases, failure to adjust to the demands of the school was also a problem. The police must promote preventive concepts in the best interest of community order, gain their confidence and support. The police must offer their resourcefulness to the community and reflect vested interest not only as a police officer but also as a citizen and parent.

CONCLUSION

School vandalism did not just happen overnight. It has grown as discipline has been replaced by permissiveness and society reflecting a laissez-faire attitude. In retrospect to identify or direct blame to anyone segment of society is pointless. All our endeavours must be channelled in concerted effort to reduce the opportunity for vandal costs by whatever means at our disposal. As responsible citizens, that is our mandate.

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SCHOOL VANDALISM IN ALBERTA
An up-dated status study 1974-77 - by Dr. C. J. Schott

ABSTRACT

In 1975 a proposal for ascertaining the precise costs of vandalism in the schools throughout the province of Alberta was approved by the Planning and Research Division of the Department of Education.

Accordingly, a survey was made of all the school divisions and districts in Alberta utilizing a prepared form which required the Secretary-Treasurer to indicate the dollar costs for the calendar year 1974 of school vandalism in each of four categories:

1. Glass damage
2. Building and interior content damage
3. Theft associated with break-ins
4. Arson

Further, these costs were separated by the month in which they were incurred, together with a monthly tabulation of incidents of vandalism. Enrollment figures were obtained so that per pupils cost could be established as well as such other pertinent data as the size of administrative, teaching, and custodial staff.

In addition to determining the costs of school vandalism in the year 1974 in the categories aforementioned, an attempt was made to answer some supplementary, but important questions about vandalism, namely:

a. Why was it being done and by whom?
b. How could these delinquent acts against the school be stopped or substantially reduced?
c. What are the immediate steps that can be taken to reduce vandalism?
d. What are the long-range solutions?

The result was the publication of a report in 1976: School Vandalism in Alberta: An Investigation Into the Nature, Costs and Contributing Factors.

This study is in the nature of a follow-up for the years 1975-1976-1977 to determine any significant trends that might be evident from the data obtained in much the same manner as for 1974, the year of the initial survey.

Analysis of the data supplied for the years 1974-1977, while indicating higher overall totals when comparing the beginning year (1974) with the last year of the study (1977), nevertheless reveals a relatively stable condition. What substantial categorical increases there are can be explained in terms of the inflationary costs of replacement and repair which calculates at about 10% per year. As far as judgements about the heavy investments in security measures, it is still too soon to make any

Statements about their effectiveness except to point out that school jurisdictions seem to be holding their own with respect to vandalism losses.

Arson continues to form the major bulk of these losses despite the fact, on an annual basis, it is not a constant factor. Restitution from insurance, however, reimburses school jurisdictions so victimized for the major, if not entire, portion. This study did not include insurance premiums as a vandalism cost factor when, if fact, it would have been quite correct to do so. Despite full restitution in the event of arson, if the net result is a substantial rise in insurance premiums, then the increase should be considered a legitimate cost of vandalism.

A STUDY OF VANDALISM IN FREDERICTON, NEW BRUNSWICK, JUNE 1978

A Project of the Ministry of the Solicitor General

ABSTRACT

Due to the rising problem of vandalism in the 70's and the increasing awareness of same, the city of Fredericton initiated action in the form of a project sponsored by the Solicitor General of Canada, under the supervision of the Public Legal Information Services, Inc. This project aimed to research the problem of vandalism in Fredericton and subsequently implement a prevention program with the intent to reduce vandalism in Fredericton and hopefully provide a model for further research.

A study of Vandalism, then researched existing reports form Canada, England and United States. A familiarization with police files, juvenile court files, a school survey, and a vandalism survey, was undertaken. Interviews were conducted with school board members, recreation departments, city transit and New Brunswick power. From these statistics collected, a definite picture of the vandalism problem in Fredericton evolved.

A profile of vandalism in Fredericton emerged. The researchers proceeded to investigate the motivation - involved ie why did X commit the offense. Beyond the research and reporting, the report offers various strategies to assist in combatting the ever-creasing problem of vandalism. Included in these are information kits for schools, public awareness and general media campaigns

as well as an alternative sentencing plan in the juvenile court system in Fredericton.

The strategies were developed to beat the vandalism problem in Fredericton. Those involved in the report are convinced that this is possible with the support and co-operation of police, courts, private citizens and businesses. Through this combined integrated effort a long term solution will evolve.

VANDALISM - ATTACKS ON SOCIETY 1978

A Study of Vandalism in Thunder Bay

By; S. Stewart, E. Rawlinson, M. Letwin and J. Stephenson

The research was carried out by four summer students sponsored by the Ministry of the Solicitor General of Canada. It was the intention of the researchers to evaluate the extent of vandalism in Thunder Bay. They examined the problem at various levels by probing the public and by also examining various subgroups of the general population, such as students, police, social workers, municipal administrators, aldermen, probation and parole officers, school principals, and vandals themselves. Police files and newspaper clippings were studied to find an actual measure of the problem.

Having made an evaluation as to the extent of the problem and its causes, the researchers proposed ways to reduce the incidents of vandalism. Causes of vandalism in Thunder Bay are variables such as social-economic status, poor home environment, high density housing projects, alcohol and drugs, inadequate recreational facilities, area of residence, and poor school environment.

Recommendations proposed by the researchers were:

1. The police force improve their image in the community.
2. An enforced curfew.
3. Spring and summer recreation programs for youths in conflict.
4. Legal age should be set at 21 years.
5. Neighbourhood watch and community involvement.
6. Educational programs designed to promote respect for property.
7. Teens in crisis and referral programs.
8. Juvenile restitution program proposal.

AUDIO-VISUAL

MATERIALS AVAILABLE

AUDIO VISUAL MATERIALS

The following audio visual material relates either directly or indirectly to the issue of vandalism. Sources of availability are indicated.

MEDIA CENTRE
202 Richmond Street
Charlottetown, P.E.I.
CIA 1J2 Tel. 894-3786

DOING IT WRONG

26 min. color

A dramatization of the crime situations youth commonly become involved in. It examines the reasons for such involvement

PROJECT PRIDE

16 min. Color

A reward system to encourage school children to cut down on vandalism is examined.

THE BOY WHO LIKED DEER

25 min. Color

A values film.

A boy feeds deer then gets involved with a group of peers - they tear up feed bags and mix the feed with rat poison. The deer dies.

* *

MAGIC LANTERN FILM DISTRIBUTORS
444 Pearl Street
Burlington, Ontario
L7R 2N1 Tel. (416) 681 - 0665

CLUB HOUSE

12 min. Color

An open-ended story heard from a child's point of view. It is excellent for grades 1 - 4 and encourages student discussion on Vandalism's causes and effects. A teach by example presentation.

CLASSROOM CRISIS CONTROL

28 min. Color

Indicates to teachers how to respond to the potentially violent student.

Rental: $35/daily $90/weekly

MORE THAN JUST A PLACE TO COME TO

20 min. Color

Documentary on school vandalism. Discussion on causes, effects, and positive programs for change. Ideal for public information and discussion sessions with community organizations involved in this ever increasing problem.

Rental: $25/daily $75/weekly

WEEKEND

28 min. Color

A look at George Washington High School's (Bronx, New York) approach to solutions to racial violence, apathy, and vandalism.

THE TUNNEL

25 min. Color

Looks at the responsibilities of parents, teachers, police, government, and young people in easing the growing problem of youth violence. Discusses attitudes of police, school administrators,

parents, and peers toward gang violence.

Rental: $35 / daily $90/ weekly

THE THEFT

25 min. Color

Designed to stimulate discussion regarding possible negative influencing of older peers. Provides youngsters with an awareness of the consequences which can occur if they choose to involve themselves in criminal acts.

* *

INTERNATIONAL TELE-FILM ENTERPRISES LTD.

47 Densley Avenue

Toronto, Ontario M6M 5A8 (416) 241-4483

SCARED STRAIGHT

53 Min. Color

Documentary developed by the inmates from Rahway State Prison, New Jersey in an attempt to combat crime and delinquency. Peter Falk narrates.

Purchase: $813 Rental:- $35

VANDALISM: THE MARK OF IMMATURITY

12 min. Color

By scenes of increasingly serious vandalism, the film teaches its basic lesson: the adult thinks of what comes after - the seriously injured motorist hit by a rock dropped into freeway traffic, the burden of repair of park picnic benches or school lockers, the cost of Clean-Up people who must earn a living, the $1 billion per year cost to all. Purchase: $262 Rental: $20

BOOK HIM

12 min. Color

After an introductory look at juvenile crime, the film takes up the story of a young offender through the whole police booking procedure including search, photographing, fingerprinting, and eventual lock-up. Relates the degradation and ugliness the young offender experiences.

Purchase: $177 Rental: $20

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MARLIN MOTION PICTURES LTD.
47 Lakeshore Road East
Mississauga, Ontario
L5G 1C9

VANDALISM: WHAT & WHY

12 Min. Color

Discussionary film: a racially mixed group of 11-16 year olds discuss with a child psychologist the issue of vandalism. Also includes inter views with the school principal and parks and recreation people.

N.B. An excellent film.

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PERENNIAL EDUCATION INC.
477 Roger Williams
P.O. Box 855, Ravinia
Highland Park, Illinois 60035

SOLUTIONS TO VANDALISM

35 min. Color

Depicts how six(6) different communities across the United States have confronted wilful destruction and violence in their midst. Discusses how they have created, developed, and maintained

effective programs to deal with vandalism.

Purchase: $400 Rental: $40

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LETHBRIDGE POLICE
444 - 5th. Avenue South
Lethbridge, Alberta

THE VANDALS

25 min. Color

Deals with persons wilfully damaging public property, and some of the reasons behind such behavior. Tries to educate young people to stay away from this type of destruction.

PURCHASE: $448 RENTAL: $30

* *

THE MACMILLAN COMPANY OF CANADA LTD.
70 Bond Street
Toronto, Ontario
M5B 1X3

GRAFFITI

15 min. Color

Narrated by William Shatner, this shows the effects of the spreading explosion of property defacement by users of spray paint. It presents positive alternatives for self-expression by surveying school, community, and group-created wall murals which have effectively countered the graffiti syndrome.

PURCHASE: $240

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PRENTICE HALL MEDIA
1870 Virchmont Road
Scarborough, Ontario
M1D 2J7

VIOLENCE AND VANDALISM IN OUR SCHOOLS

30 min. Color

2 colour filmstrips (15 min. each) 2 casettes or records/ instructor's guide.

An opportunity to deal with the pertinent questions of motivation and prevention of a problem created by peers. Investigating possible causes for increasingly violent school crimes is the focus of this report.

PURCHASE: $55

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